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ABSTRACT

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on applied leadership (EM 010 444, EM 010 445, EM 010 446, EM 010 447, EM 010 464, and EM 010 512). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

ENRICHMENT XII

LEARNING TO LEAD

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Westinghouse Learning Corporation
Annapolis Division
2083 West Street
Annapolis, Maryland 21401

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

ENRICHMENT XII

LEARNING TO LEAD

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Enrichment Modules 26, 27, 28

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONTENTS

	Pages
INTRODUCTION	3
MODULE 26 - THE UPWARD MOBILE ENSIGN	5
Orientation	6
Instructions	6
Discussion	7
MODULE 27 - THE IDEAL ENSIGN	9
Instructions	10
Conclusions	17
MODULE 28 - THREE PERSPECTIVES OF THE JUNIOR OFFICER	18
Instructions	19
Interpretation	23
ABILITY MATRIX	24

INTRODUCTION

"Learning to Lead" is an exercise designed for use by individual students. There are three main parts to the exercise. The tasks are designed to give the student an opportunity to express his own ideas on the way leadership capability develops in individuals and on the continuing growth of leadership from level to level of responsibility. The materials specify different levels of leadership growth and development of the junior officer. The student is required to draw on his own knowledge for specific examples of types of leaders and leadership situations.

The principal tool used in this exercise is a set of 26 items referring to significant leadership factors, characteristics, or abilities. The items are presented as a matrix called the "Ability Matrix." The objective is that students look for combinations of items which they can argue are significant for leadership in different situations and for different ranks.

Below you will find some short notes on three dimensions of learning by experience. They distinguish between the kinds of learning that perfect the ability to perform simple actions and those that contribute toward personal development.

A Functional: Knowledge and skills. The training of body and mind. The development of practical judgment in solving technical problems, problems of procedure, and so on. Grows through practice and training.

B Personal: Strength of mind - freedom from emotional reactions of both oneself and others; capacity for self-criticism; inner-directedness; objectivity; self-discipline. Also moral discipline in the sense of following principles of behavior that may go against personal convenience.

Develops by gradual assimilation of life experience in which the dangers of negative reactions which interfere with sound judgment are understood. Development here involves a growing sense of integrity of self, not to be violated by subjectivity, other people, or the pressure of events. Also practical realization of ideals.

C Volitional: Commitment and decision. Ability to fuse complex operations involving more than one criterion of success. Basic attitudes. Involves motivation and creativity. Different people act creatively in different ways and make demands on themselves for different underlying reasons.

Develops through the practice of making decisions which are not simply organizational and functional, but which commit the person to something more than what is required by external conditions. Playing an intentional role in

significant events. Working on changing one's own attitudes.

In your training at the USNA you are taught a variety of leadership principles and practices. These include such areas as communication, decision making, planning, interpersonal relations with seniors and subordinates, and morale. However, you can only learn to apply your theoretical knowledge effectively and refine the leadership traits each one of you has by actual experience.

The Ability Matrix contains a broad enough range of items to be relevant to all the areas of leadership you have studied. No single ability given on the matrix is sufficient in an individual to enable him to be a good leader. However, it is unrealistic to think that an individual can be equally strong in all the abilities the matrix contains. Good leadership in the case of an individual is based on strength in a given combination of abilities. A strong combination of abilities in a leader does not, however, mean he will be successful in every situation. For example, the combination of abilities in a good combat leader does not necessarily mean he will be a good administrative leader.

As a man ascends through the levels of command, the demands on him increase. His responsibilities are greater, his decisions carry greater weight and have more far-reaching consequences. To ascend the ladder of promotion, a man needs something more than just intelligence and knowledge, or experience. Intelligence and knowledge are obviously important, and experience valuable if the leader has constructively benefited from the experience. It is the combination of these inputs working together that make the leader a responsible man. As you proceed, you should pay attention to the way in which the "ability mix" changes for a given level. Your observations of these changes should be the starting point for your understanding of how leadership capability grows.

In the exercises that follow, you will be asked to consider the leadership growth and development of:

1. The Upward Mobile Ensign

2. The Ideal Ensign

and consider:

3. Three Perspectives of a Junior Officer

To Continue through the unit turn to page 5 for Module 26
9 for Module 27
18 for Module 28

LEARNING TO LEAD

Module Twenty-six - The Upward Mobile Ensign

ORIENTATION

The young officer will know from his training that the principles stated on the Ability Matrix are essential components of effective leadership. However, he has everything practical to learn. The following are just a few of the things he must learn: how to organize himself; how to get things done; how to relate to his superiors; when to speak out and when to keep silent; how to present himself to his subordinates. The faster he can learn these things, the greater is his leadership potential. He will not yet have to make big decisions or be a public figure in a large group of people. He can make mistakes which a Commander cannot afford to make as he is not yet expected to command a ship. Nevertheless, the process, by which he grows to become a more responsible leader, is beginning. The style he evolves as a young leader will stay with him a long time. Not all young officers have the ambition to gain greater responsibility or power over other men. Even those who do may not see beyond the status of the higher ranks.

The Junior Officer who takes his duties seriously will have to make up his own mind on what he sees as the reality of leadership and how his ambitions match up to it. Advancement in rank is not merely a matter of doing your job well. There are men who can obtain positions of authority through their ability to manipulate the perceptions of others. It is important to be objective about your own behavior, to be capable of self-criticism, and to have some idea of how others perceive you. You may feel that in your work you show a good and well-balanced range of abilities, such as those given on the Ability Matrix.

INSTRUCTIONS

You should now review the 26 items on the Ability Matrix. Consider the kinds of learning experiences that can strengthen such abilities in an individual. Bear in mind the different levels of military leadership, how the value placed on certain abilities change with the level, and the ideas given above on different dimensions of learning by experience.

When you have familiarized yourself with the Ability Matrix, you are ready to proceed.

In this module you are asked to select items from the Ability Matrix which you consider desirable for an "Upward Mobile Ensign."

Record your selection and your rationale on a separate piece of paper.

Then read the discussion on page 7.

DISCUSSION

The "upward mobile" concept was examined earlier in the course. You recall that the "upward mobile" reacts positively to the bureaucratic situation, has high morale and enjoys job satisfaction. He accepts the exercise of authority by his seniors and is loyal to them, the organization, and supports the organizational objectives wholeheartedly.

These characteristics might bring to mind:

#6 - Ability to put duty before personal interests.

#9 - Ability to obey wholeheartedly.

#13 - Ability to act in accordance with the spirit as well as the letter of procedures and regulations

#24 - Ability to complete any task exactly as specified

#25 - Ability to act firmly and decisively despite personal emotional involvement.

#26 - Ability to see a decision through

Combining those abilities may well build a picture of the "upward mobile" ensign for you, or may generally coincide with what you chose from the matrix. The characteristics discussed earlier in the instructional materials will give each student a general perception of the upward mobile, but it is unlikely that everyone will agree to a subjective, firm selection of abilities from the matrix as the only ones an "upward mobile" ensign might have. Each person has his own perception of the characteristics he would ascribe to himself when he is thinking of promotion chances and perhaps a different viewpoint on characteristics he would ascribe to a fellow officer whom he regards as a competitor. For example, you might consider the following items as applicable to you personally:

#7 - Ability to see things as they are

#20 - Ability to inspire loyalty

#21 - Ability to stabilize emotions of subordinates

#22 - Ability to perceive situations as other perceive them.

However, when assessing the abilities of your fellow officer, you might decide to include some of these items:

#4 - Ability to cope with the loneliness of leadership

#10 - Ability to take corrective action when appropriate

#14 - Ability to perceive long-term consequences of present actions

#17 - Ability to take calculated risks

#19 - Ability to act spontaneously

Any of the abilities selected in this discussion can well have application to an "upward mobile"ensign. A well-balanced combination of the abilities is highly desirable in any officer. How they are combined in an individual, who considers himself upward mobile, will vary greatly from person to person and situation to situation. The abilities, when they are taken alone, are all desirable and can contribute to successful leadership. It is unlikely that one man can have them all and even less likely that he can exercise them all in a given leadership billet. But attention to developing the abilities, which upon objective self examination, you find lacking in your inventory, can help improve your leadership ability and chance of promotion.

LEARNING TO LEAD

Module Twenty-seven - The Ideal Ensign

INSTRUCTIONS

The student who has not worked on any earlier enrichment units should read pages 3 and 4 for procedural instructions.

Before starting work on Module 27, read pages 6 to 8 for back ground information leading into the situation below for Module 27.

(a) Refer to the Ability Matrix. Review the 26 items with your conception of the ideal ensign in mind. Select between 6 and 10 abilities which form a strong combination in the kind of man you have in mind, and which will enable him to make the transition to the level of Commander.

Make a note on scratch paper of the numbers of the items you select.

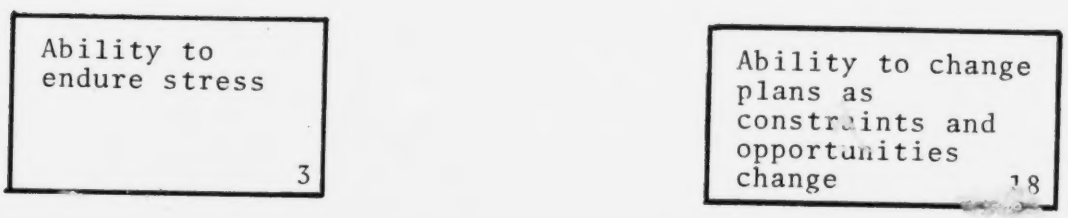
(b) Six types of officers are shown on the following pages. A basic selection of ability items essential for their success and progress to higher ranks is given. Add any items from the ability matrix you feel would strengthen the combination. Aim at having between 6 and 10 items per example.

EXAMPLES

FIRST EXAMPLE

The efficient Ensign

He can get things done briskly. He translates assignments into practical action. He lets his superiors know how his men feel and respond.



SECOND EXAMPLE

Ability to stabilize emotions of subordinates 21

Ability to obey wholeheartedly 9

The morale builder

He can weld men together into a coherent unit. He unifies effort and enhances the image of the Navy. He is exemplary in conduct and consistent in his behavior towards the men.

Ability to learn from subordinates 16

Ability to maintain consistency between words and actions. 5

THIRD EXAMPLE

Ability to determine what should be done 2

Ability to see things as they are 7

The impartial leader

He accepts responsibility for his men, their actions and their welfare. He is just and impartial towards others. He makes no unreasonable demands and can grasp the overall pattern of complex operations.

Ability to take corrective action when appropriate 10

Ability to act in accordance with the spirit, as well as, the letter of procedures and regulations 13

FOURTH EXAMPLE

Ability to inspire others 11	Ability to generate warm human relations within hierarchy. 23

The enthusiastic officer

Every assignment gets special attention.
He inspires others with his own attitudes.
However, he must learn to be discriminatory
in his enthusiasm; enthusiasm for the
wrong thing might be counter-productive

Ability to cope with situations on one's own initiative 8	Ability to inspire loyalty 20

FIFTH EXAMPLE

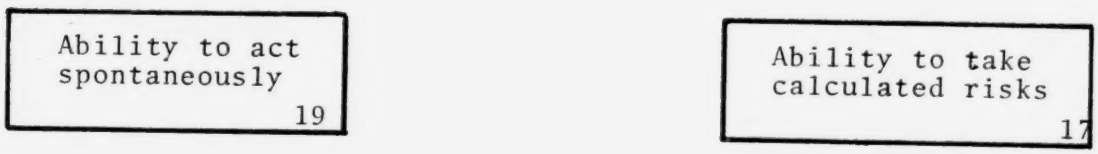
Ability to complete any task exactly as specified 24	Ability to put duty before personal interests 6

The careful planner

He learns all the time from careful observation. He builds up an understanding of how men work and is capable of distinguishing between a task accomplished and a task well accomplished. He discards the irrelevant and can be quite ruthless with himself, but patient with others

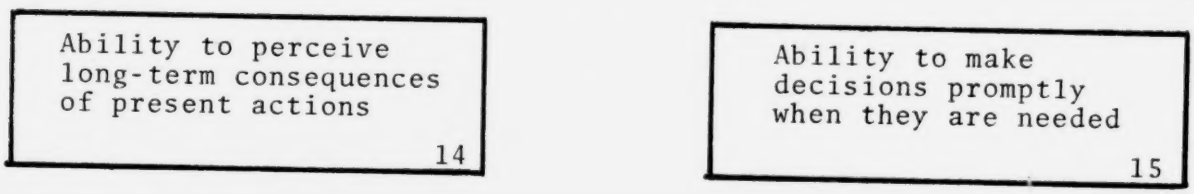
Ability to perceive situations as others perceive them. 22	Ability to cope successfully with the loneliness of leader-ship 4

SIXTH EXAMPLE



The improviser

He acts in unexpected ways. He is a thinker, an innovator, an action oriented individual. He brings a fresh approach to situations; sometimes he is unpredictable. Men respond to him, because he gets the job done.


Ability to perceive long-term consequences of present actions
14
Ability to make decisions promptly when they are needed
15

CONCLUSION

We hope your conclusions to Module Twenty-seven were realistic. Perhaps the pictures you drew reflected something of how you see yourselves. It is more than likely. Or your conclusions may have reflected something else - namely, the perspective you were taking on the desirable abilities.

Take, for instance, the example of the enthusiastic ensign. His men may think he is 'a hell of a good Joe' when he is in action, but that his enthusiasm palls a bit for them when the heat is off. He may be aware of this, and wish he were like the efficient ensign. The enthusiast's superiors may like him as a man, but wish he were more prompt to obey orders in the more routine situations, and less liable to take risks in more exciting situations. Each group has a different perspective - a different picture of what is ideal.

LEARNING TO LEAD

Module Twenty-eight - Three Perspectives of The Junior Officer

INSTRUCTIONS

The student who has not worked on any earlier enrichment units should read pages 3 and 4 for procedural instructions.

Before starting work on Module 28, read pages 6 to 8 for background information leading into the situation below for Module 28.

The next three pages each contain a set of items selected from the Ability Matrix. These represent our guess at three perspectives of the young officer. Each set is simply labeled A, B, and C. You should study to determine which is the perspective of subordinates, which of superiors, and which of the officer himself.

A

Ability to communicate clearly, accurately, simply

Ability to put duty before personal interests 6

Ability to cope with situations on one's own initiative 8

Ability to obey wholeheartedly 9

Ability to take corrective action when appropriate 10

Ability to assess subordinates 12

Ability to act in accordance with the spirit of procedures and regulations. 13

Ability to change plans as constraints and opportunities change 18

Ability to stabilize emotions of subordinates 21

Ability to complete any task exactly as specified 24

B

Ability to determine what should be done 2	Ability to cope with the loneliness of leadership 4
Ability to cope with situations on one's own initiative 8	Ability to inspire others 11
Ability to assess subordinates 12	Ability to take calculated risks 17
Ability to change plans as constraints and opportunities change 18	Ability to act spontaneously 19
Ability to act firmly and decisively despite personal emotional involvement. 25	Ability to follow through after a decision 26

C

Ability to communicate clearly, accurately, simply 1	Ability to determine what should be done 2
Ability to endure stress 3	Ability to maintain consistency between words and actions 5
Ability to put duty before personal interests 6	Ability to inspire others 11
Ability to make decisions promptly when they are needed 15	Ability to learn from subordinates. 16
Ability to perceive situations as others perceive them 22	Ability to generate warm human relations within structure of hierarchy 23

Our INTREPRETATION is as follows:

A was the senior officer's view of the ideal Ensign;

B was the ambitious Ensign's view of himself; and

C was the subordinates' view.

Which brings us to this question: How are we, as leaders, perceived by our seniors, peers, and subordinates? And how do we perceive ourselves?

As you derived a combination of abilities that described the types of officers being considered in this module, it is hoped that you were again reminded of the triad of leadership - the leader, the led and the situation.

Which one of the officer types considered would be best for a particular job? When one seriously thinks about answering such a question, numerous other questions are generated and the complexity of leadership and its perception becomes obvious.

ABILITY MATRIX

LEARNING TO LEAD

Ability to communicate clearly, accurately, simply 1	Ability to determine what should be done 2	Ability to endure stress 3	Ability to cope with the loneliness of leadership 4	Ability to maintain consistency between words and actions 5
Ability to put duty before personal interests 6	Ability to see things as they are 7	Ability to cope with situations on one's own initiative 8	Ability to obey wholeheartedly 9	Ability to take corrective action when appropriate 10
Ability to inspire others 11	Ability to assess subordinates 12	Ability to act in accordance with the spirit as well as the letter of procedures and regulations 13	Ability to perceive long-term consequences of present actions 14	Ability to make decisions promptly when they are needed 15
Ability to learn from subordinates 16	Ability to take calculated risks 17	Ability to change plans as constraints and opportunities change 18	Ability to act spontaneously 19	Ability to inspire loyalty 20
Ability to stabilize emotions of subordinates 21	Ability to perceive situations as others perceive them 22	Ability to generate warm human relations within structure of hierarchy 23	Ability to complete any task exactly as specified 24	Ability to act firmly and decisively despite personal emotional involvement 25
Ability to see a decision through 26				